DOCUMENT RESUME

ED 058 316 TM 001 031

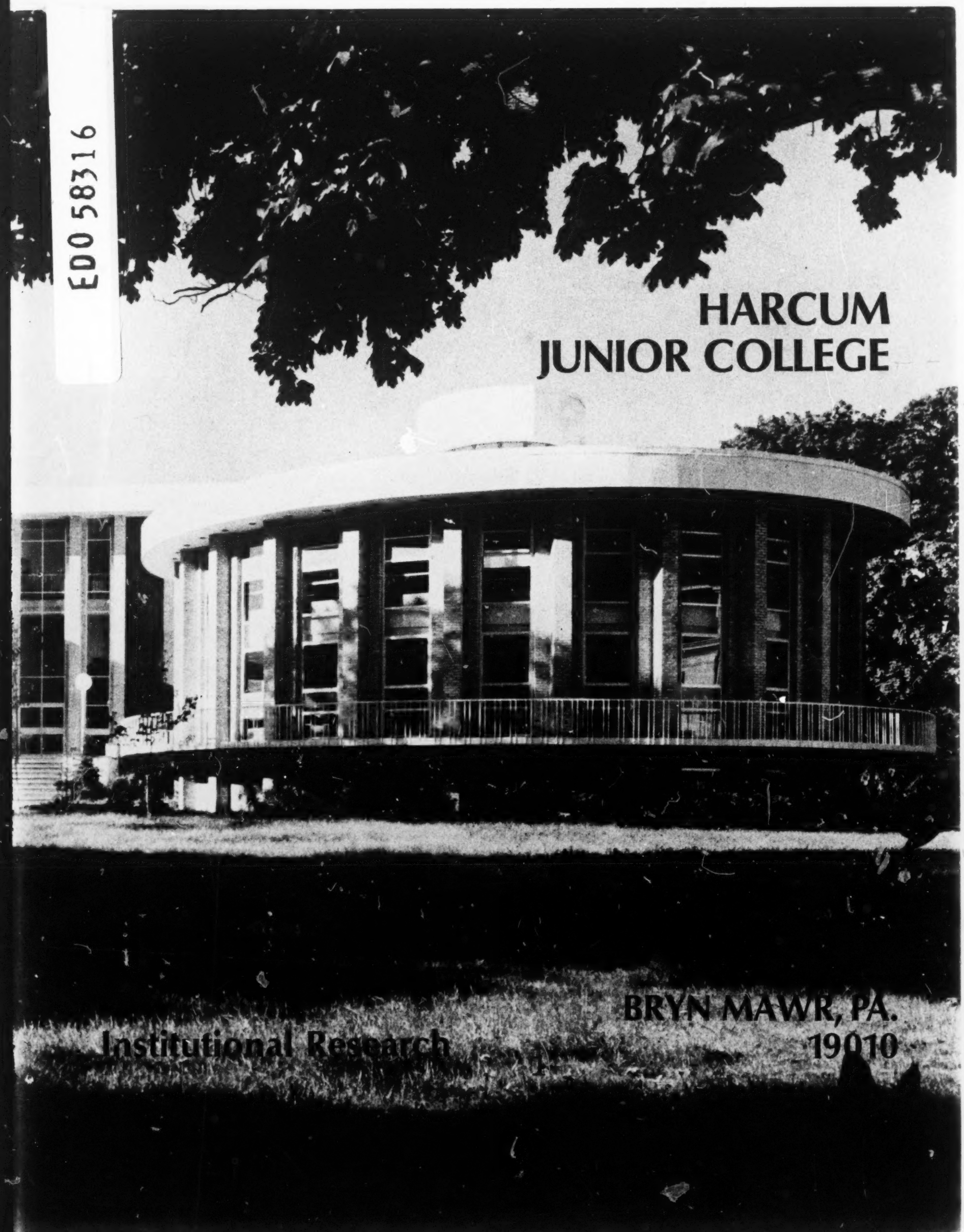
AUTHOR Blai, Boris, Jr.
TITLE Institutional Research Studies (Semi-Annual Summary: July-December 1971).
INSTITUTION Harcum Junior Coll., Bryn Mawr, Pa.
REPORT NO IRR-72-1
PUB DATE Jan 72
NOTE 14p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Academic Achievement; Alumni; College Admission; College Environment; College Faculty; *Educational Research; Grading; *Institutional Research; *Junior Colleges; Junior College Students; *Research; *Research Reviews (Publications); Student Characteristics; Student Opinion; Study Habits; Teacher Evaluation
IDENTIFIERS *Harcum Junior College

ABSTRACT

Summarizes the following nine areas of institutional research prepared by Harcum Junior College from the period July to December 1971: (1) Alumnae Comments and Achievements; (2) College Curriculums, Programs and Characteristics; (3) Faculty Comments and Evaluation; (4) Freshmen Applicants; (5) Student Academic Achievement; (6) Student Characteristics; (7) Student Comments, Views and Evaluations; (8) Miscellaneous Reports; and (9) Abstracts of Published Articles. (AG)

ED0 58316



HARCUM JUNIOR COLLEGE

Institutional Research

BRYN MAWR, PA.
19010

ED058316

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

INSTITUTIONAL RESEARCH STUDIES

(Semi-annual summary:- July-December 1971)

(IRR 72-1)

"Institutional research, when properly used, can act as an early warning of impending crises; can help to redefine the role of the (institution); and can be of great value in aligning modes of operation to avoid disaster and to achieve the true goals of high education."

Frederick deW. Bolman
Executive Director,
Esso Education Foundation

Prepared by
Office of Research
Harcum Junior College
Bryn Mawr, Penna. 19010

EM 001 031

Table of Contents

	Page
A Perspective	1A
I - ALUMNAE COMMENTS AND ACHIEVEMENTS	
(1) Harcum Graduates "Prosper"	1
(2) The Harcum Student/Graduate in Retrospect: A Decade of Development.	1
II - COLLEGE CURRICULUMS, PROGRAMS & CHARACTERISTICS	
(3) Counseling Interviews at Harcum Academic Year 1970-71	2
(4) Nelson-Denny Reading Test Scores - 1971 Freshmen	2
(5) Sustained Student "Holding" Power at Harcum	2
III - FACULTY COMMENTS AND EVALUATIONS	
(6) College Personnel Self-Evaluated Morale	3
(7) Faculty Load Distribution - Fall 1971	3
(8) Faculty/Staff and Student-selected Characteristics of an "Ideal" Student	3
(9) Trends in Harcum Grading Practices: 1967, 1969, 1971	3
IV - FRESHMAN APPLICANTS	
(10) Declinations Among Accepted 1971 Freshmen Applicants	4
V - STUDENT ACADEMIC ACHIEVEMENT	
(11) "Deficiency" Mid-Term Grades of "F" and "D"	5
VI - STUDENT CHARACTERISTICS	
(12) A Decade of Student Withdrawals During Academic Year	6
(13) Study Habits and Attitudes of 1971 Freshmen	6
VII - STUDENT COMMENTS, VIEWS AND EVALUATIONS	
(14) Student-selected characteristics of an "Ideal" Student	7
(15) Harcum-ACT Youthpoll Results Revealing	7
(16) Faculty Effectiveness - A 'Pilot' Study of Student Evaluation at Harcum Junior College	7
VIII - MISCELLANEOUS REPORTS	
(17) Admissions "Input", Pennsylvania Colleges/Universities: Sept. 1971 and 1970	8
(18) Research Office Publications	8
IX - ABSTRACTS OF PUBLISHED ARTICLES	
(19) Learning Conflicts Among Left-Handed, Mixed-Dominance Individuals. Catalog of Selected Documents in Psychology, American Psychological Association. Volume 1, Fall 1971	9
(20) (See Above) SCRIBE, Pennsylvania State Education Association Vol. 10, No. 1. Oct. 1971	9
(21) (See Above) Research in Education, U.S. Office of Education. November 1971...	9
(22) Roommate Impact Upon Academic Performance Research in Education - U.S. Office of Education. October 1971...	9
(23) Psychometric Evaluation of Harcum Freshmen: 1962-1970 Research in Education - U.S.Office of Education. Oct. 1971	9
(24) Educational Goals and Selected College-Related Valuations of Public and Private Junior College Students Research in Education - U.S. Office of Education - Oct. 1971	9
POSTSCRIPT	10

HARCUM JUNIOR COLLEGE

BRYN MAWR. PENNA. 19010

Office of Research
IRR 72-1

(Index = II)

A Perspective

TO BE effective, institutional research should embrace the entire spectrum of: (1) research inquiry, (2) conslusions, (3) recommendations, and (4) planning for implementation; the four essential steps necessary prior to management decisions and implementations of new or modified policies and practices.

WHEN SOUNDLY organized and executed, institutional research results form an excellent basis for assessing: (1) What has been accomplished, and (2) where the organization is heading. To achieve maximum practical usefulness, it must receive sustained acceptance by college management. As a staff service to the college administration, as well as other college components, this activity becomes vital only to the extent that the research data generated is "put to work" by the college planners and decision-makers.

HOPEFULLY, THIS semi-annual summary will serve as a catalyst to others concerned with the development and conduct of junior college institutional research. To the extent that it does so, it will contribute, in a practical way, "to the store of the world's knowledge and potential."

SEVERAL INDIVIDUALS have helpfully contributed to this report: Mrs. Mary Jane Lea, Secretary - Office of the President; who read and corrected copy, offering editorial assistance as well as typing all stencils; Mrs. Polly Traver, College Receptionist, who assisted in processing data, collating the report, and addressing and mailing off-campus copies; and Miss Margaret Flagg, Harcum Class of 1972 who capably and accurately processed much of the data reported. But perhaps the most significant contribution was made by the many patient, cooperative individuals who took the time and trouble to fill out and return the various questionnaires utilized. To them all - a warm word of thanks is offered.

DEEPLY AWARE of the enormous masses of reading materials competing for the reader's time, particular effort has been made to keep the abstracts brief. Limited copies of the referenced original reports are available. Please request by IRR number.

Boris Blai, Jr. Ed.D.
Director of Research

January 1972

I - ALUMNAE COMMENTS AND ACHIEVEMENTS

(1) Harcum Graduates "Prosper (IRR 71-24)

Some 72% of Harcum May 1971 graduates reported: (1) 49% acceptance for college transfer (the 2nd highest percentage reported; exceeded only by the reported 1970 graduates' rate of 53%); (2) 39% report immediate employment at starting salaries varying from less than $300 to $600 monthly; (3) 6% reported marriage; (4) 7% reported seeking employment; (5) 4% indicated they were 'college-shopping' (6) 7% of those accepted for college transfer indicated receipt of college financial aid.

With a minimum of 88% reporting successful 4-year college articulation and/or immediate employment, it is concluded that in terms of their initial post-Harcum accomplishments, the College has been quite effective in the vocational/educational preparation of its graduates.

(2) The Harcum Student/Graduate in Retrospect: A Decade of Development (IRR 71-38)

A highlight compilation of findings selectively gleaned from among the 293 Institutional Research Reports issued since 1962; focusing upon: (1) entrance status, (2) student development and (3) post-graduation achievements of some 5008 former Harcum students.

II - COLLEGE CURRICULUMS, PROGRAMS AND CHARACTERISTICS

(3) Counseling Interviews at Harcum - Academic Year 1970-71 (IRR 71-22)

At Harcum, staff personnel, faculty, and administration all counsel students. This has resulted in a very substantial number of such counseling interviews during the year. Since 1966, a 'stable' pattern of between 384 interviews per student, per year, is noted. This reflects a 'conservative,' minimal estimate, for under the pressure of daily activities, many individual counseling interviews are not included in the weekly tally of counseling sessions.

As this report reveals, individual student attention at Harcum is a very real part of the daily activities of staff, faculty and administration. The counseling program at Harcum has a wide range of content, but the most important, continuous theme is to provide for each student a climate of acceptance so that she feels free to: (1) bring a problem or concern to a member of the college community, and (2) that in a spirit of mutual trust and respect, a problem can be resolved. Harcum is, in fact, a student-centered College.

(4) Nelson-Denny Reading Test Scores - 1971 Freshmen (RM - September)

It is noted that approximately 94% of those earning first-year cum averages of 2.5 or higher also earned Nelson-Denny scores above the 30th national percentile. In addition - for students achieving academic 'honors' records, the Nelson-Denny 'predicts' to a very high degree (100% for those earning Nelson-Denny scores above the 50th national percentile. Finally, it is predicted that approximately 80% of those on academic probation at the end of their first year (1.9 or lower cum average) will also have scores below the 30th national percentile on the Nelson-Denny.

(5) Sustained Student "Holding Power" at Harcum (IRR 71-25)

The holding power of a Junior College is one of the significant indicies of its effectiveness; one such measure being the percentage of invited students returning for their second year of studies.

A survey among 60 junior colleges revealed an average rate of return of 72%; ranging from an 81% return-rate at all-female student body institutions to 70% at public, tax-supported community colleges. For Harcum the rate was 76% return.

Additionally - during the 9 academic years following 1961-62, student withdrawals during the academic year (expressed as a percentage of the beginning-year enrollment) were less than the base year of 1961-62; averaging a low 5.6% for the past five years.

On a national basis, the retention rate at the end of the first two years of college has, in recent years, been in the neighborhood of 45%. At Harcum it has averaged a high 71% over the past decade.

III - FACULTY COMMENTS AND EVALUATIONS

(6) College Personnel Self-evaluated Morale (RM - July)

Responses to an anonymous questionnaire from among Administration, Administrative Staff, Secretarial Staff and Faculty revealed that only 12% rated Harcum less than 'average' as a place to work, and only 3% characterized 'hir' (his/her) usual level of job morale to be "consistently low." All others, rated their morale to be "generally positive" or higher. It is particularly gratifying to report that some 88% of the respondents rate Harcum "average" or better as a place to work.

On the average, 6 out of each 10 offered "positive" views in this survey, indicating that a solid majority expressed a positive, overall response toward their job and Harcum.

(7) Faculty Load Distribution - Fall 1971 (IRR 71-29)

College-wide faculty/student ratio is noted to be 1:15; average student load, college-wide 127; average weekly contact hours = 15; average number of preparations 2; average credit hours taught = 9; average number of students per section = 23. Breakdowns for each of the six academic divisions are also included.

(8) Faculty/Staff and Student-selected Characteristics of an "Ideal" Student (IRR 71-34)

This companion survey to the one reported in IRR 71-30 reveals that there are very substantial differences in the relative importance rankings assigned by these two components of the college community. Evidently there is a substantial valuation-gap between Harcum students and faculty/staff in many of their judgments regarding "important" characteristics of the "ideal" student.

However, as viewed by these 557 students and 29 faculty/staff personnel, they do agree in characterizing their "ideal" student to be one who: (1) strives to understand ideas and concepts, (2) plans her activities wisely, (3) is seriously concerned with her education, and (4) consistently strives for high academic achievement.

(9) Trends in Harcum Grading Practices: 1967, 1969, 1971 (IRR 71-36)

Summarizing the results of three bi-annual grading practices questionnaire surveys, only minor shifts are noted, including: (1) discontinuance of marking on a curve alone, and (2) steady, rising use of a combination of letters, numbers and curve in grade assignments.

Otherwise, there has been no more than an 8% variation in reported weight assignments within any of the reported elements of: (1) paper assignments, (2) class participation, (3) and (4) mid-and-final exams. In short, there has been a high degree of consistency, with little substantive change in the collective grading practices spanning the five academic years 1967-1971, inclusive.

IV - FRESHMAN APPLICANTS

(10) Declinations Among Accepted 1971 Freshman Applicants (IRR 71-31)

Parents of 144 accepted Harcum 1971 applicants who declined Harcum's invitation to attend, responding to an anonymous questionnaire indicated that 53% of their daughters declined because they decided to attend another 2-year college (chiefly community colleges); 18% to attend a 4-year college; 11% because of financial problems; 6% because they were going to work for at least a year; 4% for other non-collegiate schooling; 3% "stopping out" - not attending college for a year; and 3% because of the Harcum tuition increase.

V - STUDENT ACADEMIC ACHIEVEMENT

(11) "Deficiency" Mid-Term Grades of "F" and "D" (IRR 71-33)

Report reveals a three-year trend decrease in "F" grades among seniors with a total juniors/seniors percentage for the past three years approximating 1 out of 5 students. A similar 3-year trend is noted in assignment of multiple "F" mid-term progress-report grades, with an average for each of the preceding 3-years of 6%, or approximately 1 out of 17 students.

It is therefore noted, as previously reported in IRR 70-59 that ...."increased class attendance this semester (as compared with Fall 1969 when an unlimited class cut policy existed) has been accompanied by increased grade-level performance of the student-body as a whole."

VI - STUDENT CHARACTERISTICS

(12) A Decade of Student Withdrawals During Academic Year (IRR 71-23)

During the 9 academic years following 1961-62, student withdrawals throughout each academic year, (expressed as a percentage of the total student body at the beginning of the year), were less than the base year of 1961-62. These improvements are considered to be particularly noteworthy since they were achieved with a student-body averaging 633 since 1965-66, as contrasted with 305 in the base year of 1962-63.

Undoubtedly many elements contributed to the sustained, substantial improvements which occurred. Among them has been the introduction of an organized guidance service: including "preventive" dropout counseling; periodic analysis of "indicative records" (including (1) requests for potential out-transfer transcripts, (2) academic records of "D", "F" and "Inc", and (3) Guidance Office evaluation of incoming freshman personnel records); and faculty referral to appropriate staff and administrative personnel (Academic Dean, Director-Health Center, Dean of Students or Assistant Deans, Financial Aid Officer, Registrar, Guidance Director, the President).

The extremely low and stable annual rate of 5.6% clearly reveals that a very substantial percentage of Harcum students have found sufficient college-related satisfactions to persist in their studies and avoid becoming during-academic-year-dropouts. Parenthetically - from among those Harcum juniors invited to return as seniors in 1970-71, some 77% accepted the invitation. This too compares with the average 72% rate found to apply among some 60 other junior colleges.

(13) Study Habits and Attitudes of 1971 Freshmen (IRR 71-27)

In recent years, study habits and attitudes of Harcum freshmen, as compared with a normative group of 3,054 other college freshmen from nine different colleges, have been "average" or less, as reflected in the following tabulation.

		1971	1967-1971 Aver.
1. Average Study Habits Percentile	=	51st	45th
2. Average Study Attitudes Percentile	=	51st	42nd
3. Average Study Orientation Percentile	=	50th	41st

For those who scored at or below the 25th percentile in one or more of these three items, action was taken to direct their attention to techniques of good study habits, attitudes and readiness.

VII - STUDENT COMMENTS, VIEWS AND EVALUATIONS

(14) Student-Selected Characteristics of an "Ideal" Student (IRR 71-30)

An anonymous questionnaire answered by some 557 Harcum students revealed that approximately 6 out of 10 (59%) select "Wise Thinking and Planning;" 5 out of 10 (49%) select "A direction and purpose in her education;" about 4 out of 10 (36%) select "Strong, sustained academic-motivation;" about 4 out of 10 (36%) select "Consistent striving for high academic standards;" about 3 out of 10 (34%) select "Informed, academic-participation;" and about 3 out of 10 (32%) select "Sound academic-preparation" as being among the more important characteristics of the "ideal" student.

(15) Harcum ACT Youthpoll Results Revealing (IRR 71-35)

Reports results of 1887 American students speaking out about

....their teachers and schools
....their parents
....student protest

In comparing the 'highlights' of views expressed by the Harcum sample of 284 freshman (females) and ACT sample of 1603 freshmen (54% female; 46% male), it is noted that there is a remarkably close agreement throughout. Such variations as do exist do not exceed 20% in any instance; (i.e., no more than 1 out of 5 students expressed a differing response).

This high degree of congruence is particularly noteworthy since almost half of the ACT sample were males selected as representing a national sample from among the approximate one million students who took the ACT Battery last year - in contrast with the all-female Harcum group residing almost exclusively in the northeastern coastal states. Quite clearly - there is very substantial agreement in attitudes, opinions and valuations among this sample of American Youth.

(16) Faculty Effectiveness - A 'Pilot' Study of Student Evaluation at Harcum (IRR 71-37)

Chi-squares for some 2187 student evaluations of faculty on a 10-item, 5-adjective-rating Faculty Evaluation Checklist were found to be "significant" at less than the .0001 level. Therefore the adjective distribution pattern of (1) Superior (46%) (2) Above Average (27%), (3) Average (18%), (4) Below Average (5%), and (5) Poor (4%) was considered statistically significant to an extremely high level of confidence. It was therefore concluded that Harcum faculty, as a group, are regarded by Harcum students to be far-and-above-average as teachers.

This conclusion was further supported by the write-in comments of "teacher strong points" which were offered by 60% of the 270 students. The theme clearly apparent throughout was the fact that they consider Harcum faculty to be student-oriented; helpful and patient with individual students; and enthusiastic!

VIII - MISCELLANEOUS REPORTS

(17) Admissions (Input", Pennsylvania Colleges/Universities Sept. 1971, 1970 (IRR 71-32)

Responding to an anonymous questionnaire some 144 Pennsylvania colleges/universities revealed the range of experience for 1971 varied from about a 25% average increase among the 39 responding Church-related schools, to about a 25% decrease among the 29 two-year colleges.

Interpreting 'fair share' enrollments to be equal to the reported applicants percentage figure (i.e., if the 1971 applications received dropped to 95% and the 1971 freshmen enrolled were also 95% of the 1970 enrollment - such as was the reported average for the 72 senior colleges/universities - this would indicate that they enrolled their 'fair share' of the reduced volume of applications received. If they enrolled a lesser percentage this would be interpreted as less than a 'fair share'.

Applying the above yardstick: (1) all female; (2) all-male; (3) Private, independent colleges, on the average, enrolled more than their 'fair share' in 1971: (4) Church-related schools enrolled less than their 'fair share' of an increased volume of applicants: (5) State, county, and state-related respondents and (6) two-year colleges reported enrolling less than their 'fair share' from among reduced volumes of applicants, and (7) Senior colleges/universities reported precisely 'fair shares.'

(18) Research Office Publications (IRR 71-26)

This supplement abstracts the following published articles:

(1) "Success" of "Calculated Risks" at Harcum Junior College
Research in Education - U.S. Office of Education. Nov. 1970

(2) Job Satisfactions and Work Values for Women
Research in Education - U.S. Office of Education. Nov. 1970

(3) Why Educational Research
Educational Media, Nov./Dec. 1970 Vol. 3 No. 2

(4) Employment of 'Field' Admissions Personnel Among Junior Colleges
Research in Education - U.S. Office of Education. December 1970

(5) First-toSecond-Year Attrition Among Junior Colleges
Scientia Paedagogica Experimentalis (Belgium) Vol. Viii No. 1. 1971

(6) "Success" of Calculated Risk Students at Harcum Junior College
Psychology - A Journal of Human Behavior - Vol. 8 No. 1. Feb. 1971

(7) Evaluation of Harcum's Effects on Student Achievement
Psychology - A Journal of Human Behavior -Vol. 8. No. 2. May 1971

(8) Reading Preferences, Skills and Habits of Harcum Junior College and City University of New York Community Colleges
Research in Education - U.S. Office of Education - July 1971

(9) Reading Improvements Associated With Harcum Reading Development Program
Research in Education - U.S. Office of Education - July 1971

(10) The Harcum Generation Gap in Semantics
Psychology - A Journal of Human Relations - Vol 8. No. 3 August 1971

IX - ABSTRACTS OF PUBLISHED ARTICLES

(19) Learning Conflicts Among Left-Handed, Mixed-Dominance Individuals

This study investigates the hypothesis that it is mixed-dominance among left handers (i.e. left-handedness and right eye and/or foot dominance), that is related to academic difficulties among such individuals rather than the generally held notion that their difficulties stem from the fact that they are left handers in a "right-handed world." Three experimental groups were defined and at the end of their freshman year, the cumulative grade point averages of the three groups were compared.

Based upon a statistical analysis, it is concluded that the higher incidence of less than 2.5 cumulative averages in the left-handed, mixed-dominance group represents a "real" difference between it and the other two groups. If mixed-dominance among left-handers can, through replication of this study, be reliably associated with learning problems or conflicts, (as reflected in lowered academic performance), early identification of this fact might well be of material assistance to the individuals involved.

(20) and (21) - (See above)

(22) Roommate Impact Upon Academic Performance

It has been hypothesized that a student will develop more fully academically if grouped with students of similar ability. A study was undertaken to assess the effect upon academic performance of the assignment of roommates with varying high school academic records. Analysis of results indicated that significantly higher levels of academic achievement could be attained by "average" and "below average" achievers by assigning them as roommates to "above average" academic achievers.

(23) Psychometric Evaluation of Harcum Freshmen: 1962-1970

The psychological-educational test program at Harcum assists students individually and in groups to assume responsibility for making their own educational and vocational career decisions. During the 9-year period reported, Harcum has utilized a variety of measuring devices to ascertain for its freshmen their: (1) academic potential, (2) academic achievement level and special academic skills, (3) reading achievement or potential, (4) study attitudes, and habits, (5) critical thinking ability, and (6) selected personality characteristics associated with adjustment to college life.

(24) Educational Goals and Selected College-Related Valuations of Public and Private Junior College Students

The values and goals of Harcum students were compared with students from Harrisburg Area Community College, a public, non-resident, co-ed two-year college. It was found that although parents of Harcum students have a higher educational level, there were no significant differences between the two groups in the ranking of nine pre-selected educational goals, and neither group associated more personal goals (such as marriage) with their formal schooling. For Harcum students, the most valued experience items selected were all directly concerned with academic matters. For Harrisburg students these included both "personal" experiences as well as academic ones. Differences were also reported by the two groups in their valuations of "most disappointing" experiences. The two groups "agreed" in their expressed disappointment in their fellow-students and social and organizational activities.

POSTSCRIPT

Harcum stresses integrating social interests and concerns with the formal educational process. It offers "career education" opportunities to young women.

The fundamental concept of "career education" is that all educational experiences - curriculum, instruction, and counseling - should be geared to preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work. At Harcum "career education" bridges the artificial separation between things academic and things vocational.

Harcum strives to be much more than just another two-year college, passing on a measured amount of knowledge to each student through a rigid system of established curricula.

Hopefully, Harcum teaches more than academic knowledge and skills. It also teaches self-discipline and a sense of personal responsibility - attitudes it believes to be important to the individual in her future community obligations and commitments.

For young women of both modest and higher levels of high school academic achievement, Harcum offers opportunities for both career preparation and cultural enrichment. Therefore, Harcum invites them to join the college community.

January 1972

(Prepared by: Office of Research)